

New Jersey Family Success Centers
&
Office of Training and Professional Development

Skill Building |

Continuous Improvement

Self – Directed Guide



Skill Building – Continuous Improvement

Session 5

Table of Contents

Instructions for Self-Directed Learning: Upon completing Session 5 for FSC leaders, the following self-directed materials will be used to teach FSC staff. FSC leaders will follow the table of contents in order to complete all lesson plans with staff. Following completion of the lesson plans, FSC leaders will partner with DCF to ensure the application of skill building and continuous improvement essential functions. All handouts are included in this guide; worksheets referenced below are found after each lesson plan. *Note: the online learning presentation slides printout is located at the end of this document.*

Lesson Plan 1: Essential Functions Recap	<ul style="list-style-type: none"> • <i>Lesson Plan 1 Sheet</i> • <i>Essential Functions Recap worksheet</i>
Lesson Plan 2: The Essential Function Skill Building	<ul style="list-style-type: none"> • <i>Lesson Plan 2 Sheet</i> • <i>Skill Building Practice Profile Definition, Expected Activities, and Behavioral Indicators</i> • <i>Skill Building Reflection worksheet</i>
Lesson Plan 3: The Essential Function Continuous Improvement	<ul style="list-style-type: none"> • <i>Lesson Plan 3 Sheet</i> • <i>Continuous Improvement Practice Profile Definition, Expected Activities, and Behavioral Indicators</i> • <i>Continuous Improvement Reflection worksheet</i>
Lesson Plan 4: Practicing Skill Building & Continuous Improvement	<ul style="list-style-type: none"> • <i>Lesson Plan 4 Sheet</i> • <i>Practice Profile Checklist</i> • <i>Skill Building & Continuous Improvement Planning Chart</i>

Learning Experience Survey:

<https://forms.office.com/Pages/ResponsePage.aspx?id=0cN2UAI4n0uzauCkG9ZCp6qk7NXaVRJFpDMIQsoDCXxURUdNTVl1OTdYTU1BMEIZNERaS1pMQ1RSTi4u>



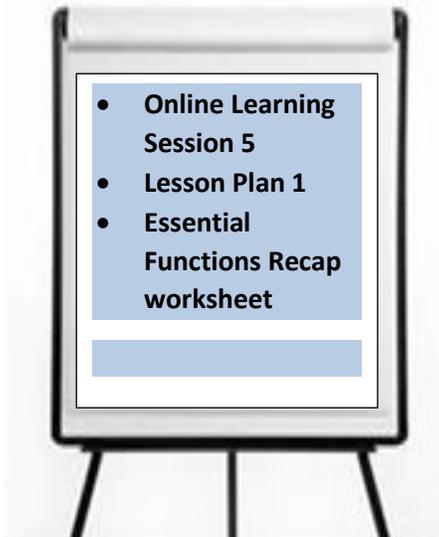
Lesson Plan 1

Objective: To retain, recall, and reflect on information from the previous sessions. The best way to learn material is to continue to talk about it, teach it, and practice. This will provide the learner with the best opportunity at becoming comfortable and familiar with the information. Reflection on essential functions allows for growth in these areas. The learner will begin to apply the information, use it naturally, and internalize concepts to their practice.

Goals:

- Recall and review information from all previous sessions
- Reflect on application of essential functions from previous sessions; engagement, active listening, leadership, advocacy, coordination and connecting
- Develop a plan to further advance each of the essential functions

Materials Needed:



Activity Description:

1. Participant(s) and facilitator will use Online Learning Session 5: Skill Building – Continuous Improvement.
2. Participant(s) and facilitator will view slides 1-5
3. On slide 6 titled, “Recap” the facilitator will pause and direct participants to the list of all previous essential functions. Then, discuss the following with participant(s):
 - a. What changes were introduced?
 - b. How will the changes be sustained moving forward?
 - c. What questions continue to linger?
4. Facilitator will provide participant(s) with the Essential Functions Recap worksheet.
 - a. Participant(s) will individually complete the worksheet and reflect on progress towards engagement, active listening, leadership, advocacy, coordination and connecting.
 - b. The facilitator should prompt participants to think both on the organization level and individual level.
5. Participant(s) will share their reflections with the facilitator and discuss how best to support their plans to enhance behaviors from the

Practice Profile both individually and within the FSC.

- a. *Facilitator's Note:* If your staff maintained the plans developed during previous sessions, you can revisit those sheets and reflect on progress.

Evidence:

- Participants will be able to recall information from previous sessions.
- Participants will be able to reflect on their application of engagement, active listening, leadership, advocacy, coordination and connecting at the organizational level and individual level.
- Participants will develop a plan to improve engagement, active listening, leadership, advocacy, coordination and connecting.

Utilization Beyond this Session:

- Collect or post Essential Functions Recap worksheets; refer to them on occasion to monitor progress and make changes.
- During any coaching sessions, revisit individual worksheets to see what has been accomplished and plan how to better advance the expected outcomes.
- If previous session recap sheets have been maintained or collected, have participants review what they initially planned, reflect on progress, and adjust as needed.
- As a team, have FSC employees review and use the worksheet to create a plan on how, together, they can advance the essential functions at their site.
- At the one-year mark (or a time-frame that suits your needs), as an FSC, revisit and make a new plan for the upcoming year (or portion of time). This can be done both as a team and individually.
- Incorporate this worksheet into new staff training in efforts to teach the Practice Profile and advance their behaviors in terms of engagement, active listening, leadership, advocacy, coordination and connecting.

Activity Calculation:

- Total time = Approximately 30 Minutes*
 - Activity Introduction (2 Minutes)
 - Facilitator & Participant Discussion (5-10 Minutes)
 - Individual Reflection – Essential Function Recap Worksheet (10 Minutes)
 - Sharing & Support (*5-8 Minutes)
 - *May need additional time if a larger group

Essential Functions Recap

Directions: Consider how the application of engagement, active listening, leadership, advocacy, coordination and connecting behaviors have advanced those essential functions at your FSC since our sessions. Share progress and listen to colleagues for ideas and inspiration to develop a plan for continued success.

	What has been done since our sessions?	What do you hope to improve/change in a month from now?	What do you hope to improve/change 6 months from now?	What do you hope to improve/change a year from now?
Engagement				
Active Listening				

Essential Functions Recap Continued

	What has been done since our sessions?	What do you hope to improve/change in a month from now?	What do you hope to improve/change 6 months from now?	What do you hope to improve/change a year from now?
Leadership				
Advocacy				

Essential Functions Recap Continued

	What has been done since our sessions?	What do you hope to improve/change in a month from now?	What do you hope to improve/change 6 months from now?	What do you hope to improve/change a year from now?
Coordination				
Connecting				

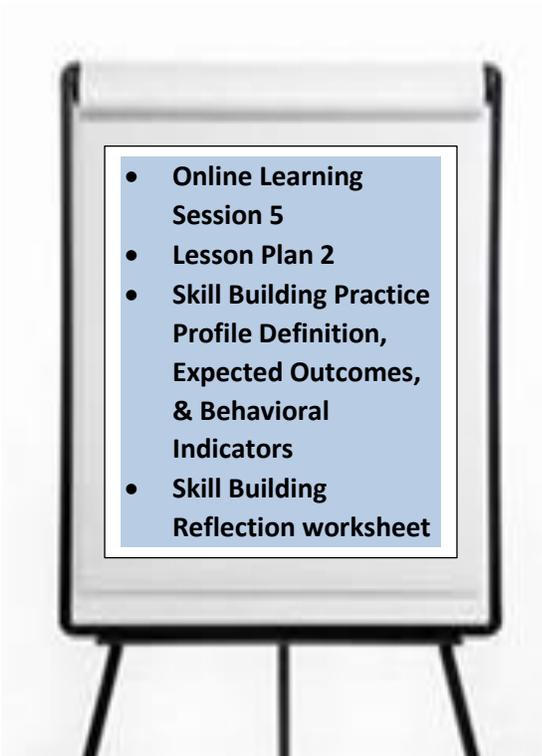
Lesson Plan 2

Objective: To understand the essential function of skill building and how the Behavioral Indicators can assist in achieving the goals set forth in the Expected column from the Practice Profile. Learners will discuss how skill building is demonstrated and observed at Family Success Centers. Identifying areas of strength, where positive behaviors already exist, and areas to improve, allows for a shared understanding of the essential function and consistency of behaviors aligned with the Expected activities.

Goals:

- Understand the difference between the Practice Profile definition, Expected activities, and Behavioral Indicators
- View Behavioral Indicators of the essential function skill building
- Self-assess current organizational and individual skill-building behaviors

Materials Needed:



Activity Description:

1. Participant(s) and facilitator will use Online Learning Session 5: Skill Building – Continuous Improvement.
2. Participant(s) and facilitator will view slides 7-9.
3. On slide 9 – After viewing the definition and the expected column for skill building, the facilitator will pause and hand out a copy of the Skill Building Practice Profile Definition, Expected activities, and Behavioral Indicators.
4. Allow participant(s) time to read then discuss the following with the facilitator:
 - a. How does skill building show up in practice at our FSC?
 - b. What do we currently do that is aligned with the expected activities?
5. Continue viewing slides 10-12.
6. On slide 12, the facilitator will pause and direct participant(s) to the Skill Building Behavioral Indicators.
 - a. Allow participant(s) time to read, review, and ask questions.
7. Facilitator will provide participant(s) with the Skill Building Reflection worksheet.
 - a. Participant(s) will individually complete the worksheet, identifying 2-3 areas of strength in terms of behaviors and 2-3 areas to improve.

- i. In terms of skill building strengths, what specifically is done at the FSC or by the individual?
 - ii. In terms of areas to improve, what are some possible contributing factors?
 - b. Facilitators should prompt participants to think both on the organizational level and individual level.
 - i. Allow time for participants to complete worksheet individually.
- 8. Participant(s) will share areas of strength with each other and/or the facilitator.
 - a. Facilitator will share from his/her own Skill Building Reflection worksheet and discuss commonalities.
 - i. *Facilitator's note* – please be sure you have completed your own reflection sheet first. This could be the one you completed during the Leaders Session, or you can create one you wish to share with your staff.
- 9. Participant(s) will share areas to improve with each other and/or the Facilitator.
 - a. Facilitator will share from his/her own Skill Building Reflection worksheet and discuss commonalities.
 - b. Review and discuss any contributing factors identified.

Evidence:

- Participants will be able describe behaviors that will help achieve the goals set forth in the Expected column from the Practice Profile.
- Participants will be able to identify aspects of skill building that are currently in practice.
- Participants will be able to self-assess areas of strength and areas to improve at the organizational and individual level in efforts to achieve the goals set forth in the Expected column with the essential function of skill building.

Utilization Beyond this Session:

- Collect or post Skill Building Reflection worksheets, review on occasion to monitor progress and make changes.
- In order to develop a strategic plan, or when forward thinking/planning is required, revisit the behavioral indicators and consider what else could be done to achieve the goals from the Expected column. Use the charts to help guide your process.
- During a coaching session, use the Behavioral Indicators and chart to have staff self-reflect on individual areas of strength and improvement.
- Incorporate the Skill Building Reflection worksheet into new staff training in efforts to teach the Practice Profile and learn the skill building Behavioral Indicators.

Activity Calculation:

- Total time = Approximately 50 Minutes
 - Activity Introduction (2 Minutes)
 - Viewing Definition & Expected Outcomes (5-10 Minutes)
 - Viewing Behavioral Indicators (5 Minutes)
 - Self-assess Strengths and Areas to Improve (10 minutes)
 - Review & Discuss Strengths (10-15 Minutes)
 - Review & Discuss Areas to Improve (10-15 Minutes)

Skill Building

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
<p>Skill Building - FSCs organize and oversee programs, services, activities, and resources within the center that focus on strengthening child, family, and individual family member’s skills and protective factors.</p>	<ul style="list-style-type: none"> • Identifies programs, services, and activities that promote skill and protective factor development based on community’s needs and interests. • Helps families and individual family members identify and build on their strengths. • Coordinates and delivers programming to the community that is based on their needs and interests. • Develops internal resources based on the community’s needs and interests. 	<ol style="list-style-type: none"> 1. Employs structured processes and empirical methods to gather needs that inform program planning and development. Outlines specific skills that require development. 2. Demonstrates understanding of which protective factors may be most relevant to skills that need development. 3. Demonstrates outreach by networking with a variety of sectors that will aid in the development of an identified program and/or present it. 4. Assesses program effectiveness by applying empirical methods. 5. Analyzes program effectiveness data to improve future planning. 6. Aware of member’s interests and needs. 7. Involves members with unique strengths in supporting or leading center’s activities. 8. Empowers members by building their strengths so that they can support center strengths independently. 9. Recognizes community needs and strengths using empirical data.

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
		<ol style="list-style-type: none">10. Identifies programming topics to match community needs.11. Establishes clear program outcomes and deliverables12. Coordinates scheduling, marketing, and participation for the programming.13. Coordinates program effectiveness data collection.

Skill Building Reflection

Directions: Using the Behavioral Indicators, please self-assess your FSC in terms of skill building.

Strengths	
What coordination behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What coordination behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?

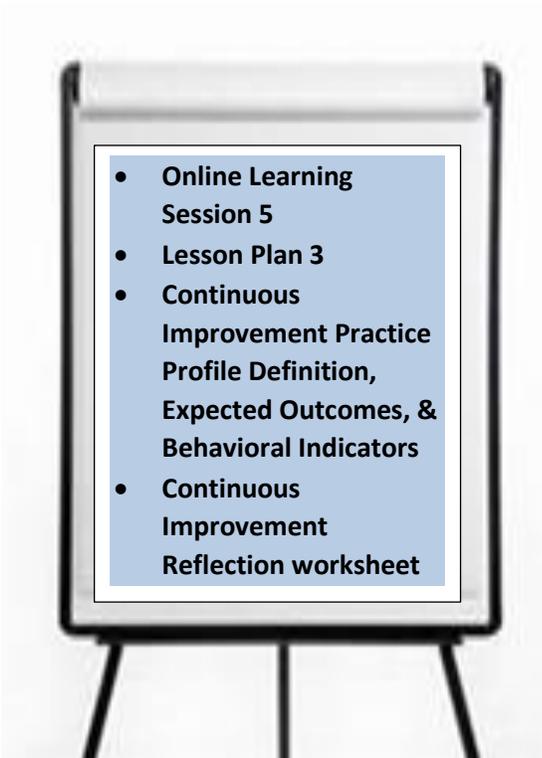
Lesson Plan 3

Objective: To understand the essential function of continuous improvement and how the Behavioral Indicators can assist in achieving the Expected column from the Practice Profile. Learners will discuss how continuous improvement is demonstrated and observed at Family Success Centers. Identifying areas of strength, where behaviors already exist, and areas to improve allows for a shared understanding of the essential function and consistency of behaviors aligned with the Expected activities.

Goals:

- Understand the difference between the Practice Profile definition, Expected activities, and Behavioral Indicators
- View Behavioral Indicators of the essential function continuous improvement
- Self-assess current organizational and individual continuous improvement behaviors

Materials Needed:



Activity Description:

1. Participant(s) and facilitator will use Online Learning Session 5: Skill Building – Continuous Improvement.
2. Participant(s) and facilitator will view slides 13-15.
3. On slide 15 – After viewing the definition and the expected column for continuous improvement, the facilitator will pause and hand out a copy of the Continuous Improvement Practice Profile Definition, Expected activities, and Behavioral Indicators.
4. Allow Participant(s) time to read and then discuss the following with the facilitator:
 - a. How does continuous improvement show up in practice at our FSC?
 - b. What do we currently do that is aligned with the expected activities?
5. Continue viewing slides 16-18.
6. On slide 18, the facilitator will pause and direct participant(s) to the Continuous Improvement Behavioral Indicators.
 - a. Allow participant(s) time to read, review, and ask questions.
7. Facilitator will provide Participant(s) with the Continuous Improvement Reflection worksheet.
 - a. Participant(s) will individually complete the worksheet, identifying 2-3 areas of

strength in terms of behaviors and 2-3 areas to improve.

- i. In terms of continuous improvement strengths, what specifically is done at the FSC or by the individual?
 - ii. In terms of areas to improve, what are some possible contributing factors?
 - b. Facilitator should prompt participants to think both on the organizational level and individual level.
 - i. Allow time for participants to complete worksheet individually.
8. Participant(s) will share areas of strength with each other and/or the facilitator.
 - a. Facilitator will share from his/her own Continuous Improvement Reflection worksheet and discuss commonalities.
 - i. *Facilitator's note* – please be sure you have completed your own reflection sheet first. This could be the one you completed during the Leaders Session or you can create one you wish to share with your staff.
9. Participant(s) will share areas to improve with each other and/or the facilitator.
 - a. Facilitator will share from his/her own Continuous Improvement Reflection worksheet and discuss commonalities.
 - b. Review and discuss any contributing factors identified.

Evidence:

- Participants will be able describe behaviors that will achieve the Expected column from the Practice Profile.
- Participants will be able to identify aspects of continuous improvement that are currently in practice.
- Participants will be able to self-assess areas of strength and areas to improve at the organizational and individual level in efforts to achieve the goals set forth in the Expected column with the essential function of continuous improvement.

Utilization Beyond this Session:

- Collect or post Continuous Improvement Reflection worksheets, review on occasion to monitor progress and make changes.
- In order to develop a strategic plan or at a time when forward thinking/planning is required, revisit the behavioral indicators and consider what else could be done to achieve the expected column. Use the charts to help guide your process.
- During a coaching session, use the Behavioral Indicators and chart to have staff self-reflect on individual areas of strength and improvement.
- Incorporate the Continuous Improvement Reflection worksheet into new staff training in efforts to teach the Practice Profile and learn the Continuous Improvement Behavioral Indicators.

Activity Calculation:

- Total time = Approximately 50 Minutes
 - Activity Introduction (2 Minutes)
 - Viewing Definition & Expected Outcomes (5-10 Minutes)
 - Viewing Behavioral Indicators (5 Minutes)
 - Self-assess Strengths and Areas to Improve (10 minutes)
 - Review & Discuss Strengths (10-15 Minutes)
 - Review & Discuss Areas to Improve (10-15 Minutes)

Continuous Improvement

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
Continuous Improvement - FSCs use data to guide decision-making, refine practice and improve services.	<ul style="list-style-type: none">Identifies relevant data and information that will help the FSC understand the needs of their community and develop relevant skill building programming, engagement activities, and community connections.Gathers data and information from families and individual family members on a regular basis (at least monthly) to assess key aspects of program functioning (such as skill-building programming, outreach, or engagement efforts).Examines data as a team in order to identify opportunities and create a plan to improve practice and programming.	<ol style="list-style-type: none">Demonstrates knowledge of data variables needed to inform FSC priorities and activities.Identifies data sources that provide the input to inform FSC priorities and activities.Creates instruments and methods to collect data.Collects data by participating in forums, collecting partner input, or through additional sources.Prepares analysis of collected data.Interprets data accurately.Documents findings from data interpretation.Communicates trust in FSC practices to families so that they are encouraged and feel empowered to provide feedback.Uses empirical data to inform assessment and planning.Assesses data to determine alignment with the goals of embedding protective factors and risk mitigation.Uses data interpretation to inform subsequent decision making on FSC activities.Prepares an action plan based on data findings.Conducts programming and practice improvement team discussions.

Continuous Improvement Reflection

Directions: Using the Behavioral Indicators, please self-assess your FSC in terms of continuous improvement.

Strengths: What continuous improvement behaviors are present and working well in your FSC?	
Behaviors	What specifically do your FSC and staff do?

Areas to Improve: What continuous improvement behaviors currently need to be enhanced in your FSC?	
Behaviors	What are some possible contributing factors?

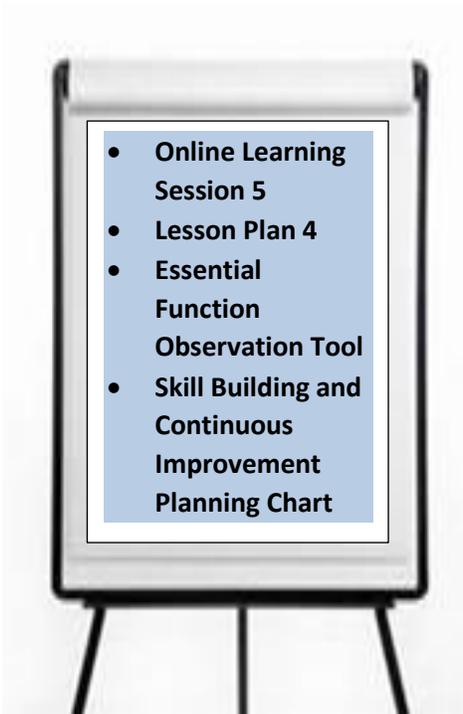
Lesson Plan 4

Objective: To apply information learned regarding behavioral indicators for skill building and continuous improvement. This will allow the learner to reflect on behaviors that exist and think more critically regarding programs and/or initiatives. Reflection on essential functions allows for growth in these areas. The learner will begin to apply the information, use it naturally, and internalize skill building and continuous improvement in order to put the skills into practice.

Goals:

- Demonstrate knowledge of the essential functions, as it relates to the Expected column of the Practice Profile
- Introduce Snapshot of Practice Profile: Essential Function Observation Tool
- Reflect on how an existing program/initiative addresses the behavioral indicators in the Expected column of the Practice Profile for skill building and continuous improvement
- Apply the behavioral indicators for continuous improvement while brainstorming new improvements to a program/initiative that addresses the essential function skill building

Materials Needed:



Activity Description:

1. Participant(s) and facilitator will use Online Learning Session 5: Skill Building – Continuous Improvement.
2. Participant(s) and Facilitator will view slide 19
3. On slide 19, the facilitator will pause and consider a current program/initiative. (*Facilitator's Note – you may wish to strategically select a program or initiative, or you can let the participants decide.*)
 - a. Using the selected program/initiative, discuss the items to consider on slide 19
 - i. The factors that helped determine the program
 - ii. Specific sources of data to inform the programming
 - iii. Other sources of data to track the program
 - iv. Methods and frequency of data collection
 - v. Methods of analysis
4. The Facilitator will then handout the Snapshot of Practice Profile: Essential Function Observation Tool and allow some time to review.
 - a. Note that this is only a snapshot, isolating the essential functions of skill building and

continuous improvement. The full observation tool will be available soon.

- b. Use the observation tool to reflect on components of the program/initiative. Consider all aspects, even those previously completed. (i.e. data used, planning, etc.)
 - i. Which items are evident in that program/initiative?
 - ii. What items are missing or need improvements?
 - iii. Brainstorm ideas how to include more behaviors and make program/initiative improvements in terms of skill building and continuous improvement.
5. Recall the plan created during Lesson Plan 1 with the other essential functions. Use the Skill Building and Continuous Improvement Planning Chart to brainstorm the following:
 - a. What can be done in one month?
 - b. What can be done in 6 months?
 - c. What can be done in 1 year?
 - d. Participant(s) will share their reflections with the facilitator and discuss how to best support their plans to enhance behaviors from the Practice Profile both individually and within the FSC.
6. Using the same observation tool, consider a new program/initiative or improvements to an existing program/initiative that would address the current needs of families in your community.
 - a. Consider what data you have and what additional data is needed?
 - b. Share ideas.
 - i. *Facilitator's Notes:*
 1. *Determine how much time you can devote to generating ideas. The goal is for learners to become more familiar with the checklist and behaviors. If you are having a productive conversation, continue to the discussion.*

2. *If you have a large group of participants, you may wish to make smaller groups.*

Evidence:

- Participants will be able to reflect on a current program/initiative in terms of skill building and continuous improvement.
- Participants will brainstorm ideas for a new program/initiative or improvements to an existing program/initiative that utilizes the behavioral indicators from the Expected Column for skill building and continuous improvement.
- Utilizing the Practice Profile Checklist can serve to identify and reflect on behaviors that are in the Expected Column.

Utilization Beyond this Session:

- Utilize the Snapshot of Practice Profile: Essential Function Observation Tool to systematically review and make improvements to programs/initiatives.
- In order to develop a strategic plan or at a time when forward thinking/planning is required, revisit the behavioral indicators and consider what else could be done to achieve the Expected column. Use the observation tool and/or planning chart to help guide your process.
- During a coaching session, use the Behavioral Indicators, observation tool and/or planning chart to have staff self-reflect on individual areas of strength and plan for improvement.
- As a team, have FSC employees review and use the observation tool or behavioral indicators to create a plan on how together you can advance any of the essential functions.
- Incorporate the observation tool into new staff training in efforts to teach the Practice Profile and learn the skill building and continuous improvement, as well as the other essential functions.

Activity Calculation:

- Total time = Approximately 70 Minutes
 - Activity Introduction (2 Minutes)
 - Review of checklist (5-10 Minutes)
 - Program Review (15-20 Minutes)
 - Program Plan (20-30 Minutes)
 - *Facilitator's Note: Could extend time if able and having productive conversations*
 - Sharing (5-8 Minutes)

Practice Profile: Essential Function Observation Tool

Instructions: This observation tool was created using the FSC Practice Profile behavior indicators needed to master each of the Practice Profile’s essential functions. As each section of the Practice Profile training is completed, please complete each section of the observation tool with your staff (one tool per staff member). Observation results should be sent to the coach and support FSC staff, as they become proficient with the Practice Profile. **Note this is a snapshot of the tool and is still in DRAFT form.*

Skill Building			
FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family, and individual family members’ skills and protective factors.			
	Expected	In Development	Unacceptable
1. Employs structured processes and empirical methods to gather needs that inform program planning and development. Outlines specific skills that require development.			
2. Demonstrates understanding of which protective factors may be most relevant to skills that need development.			
3. Demonstrates outreach by networking with a variety of sectors that will aid in the development of an identified program and/or present it.			
4. Assesses program effectiveness by applying empirical methods.			
5. Analyzes program effectiveness data to improve future planning.			
6. Aware of member’s interests and needs.			
7. Involves members with unique strengths in supporting or leading center’s activities.			
8. Empowers members by building their strengths so that they can support center strengths independently.			
9. Recognizes community needs and strengths using empirical data.			
10. Identifies programming topics to match community needs.			
11. Establishes clear program outcomes and deliverables.			
12. Coordinates scheduling, marketing, and participation for the programming.			
13. Coordinates program effectiveness data collection.			

Notes:			
Continuous Improvement			
FSCs use data to guide decision-making, refine practice, and improve services:			
	Expected	In Development	Unacceptable
1. Demonstrates knowledge of data variables needed to inform FSC priorities and activities.			
2. Identifies data sources that provide the input to inform FSC priorities and activities.			
3. Creates instruments and methods to collect data.			
4. Collects data by participating in forums, collecting partner input, or through additional sources.			
5. Prepares analysis of collected data.			
6. Interprets data accurately.			
7. Documents findings from data interpretation.			
8. Communicates trust in FSC practices to families. So that they are encouraged and feel empowered to provide feedback.			
9. Uses empirical data to inform assessment and planning.			
10. Assesses data to determine alignment to the goals of embedding protective factors and risk mitigation.			
11. Uses data interpretation to inform subsequent decision making on FSC activities.			
12. Prepares an action plan based on data findings.			
13. Conducts programming and practice improvement team discussions.			
Notes:			

Skill Building & Continuous Improvement Planning Chart

	What do you hope to improve/change in a month from now?	What do you hope to improve/change in 6 months from now?	What do you hope to improve/change in a year from now?
Skill Building			
Continuous Improvement			



Skill Building & Continuous Improvement Session 5

New Jersey Family Success Centers

Project Timeline





Session Objectives

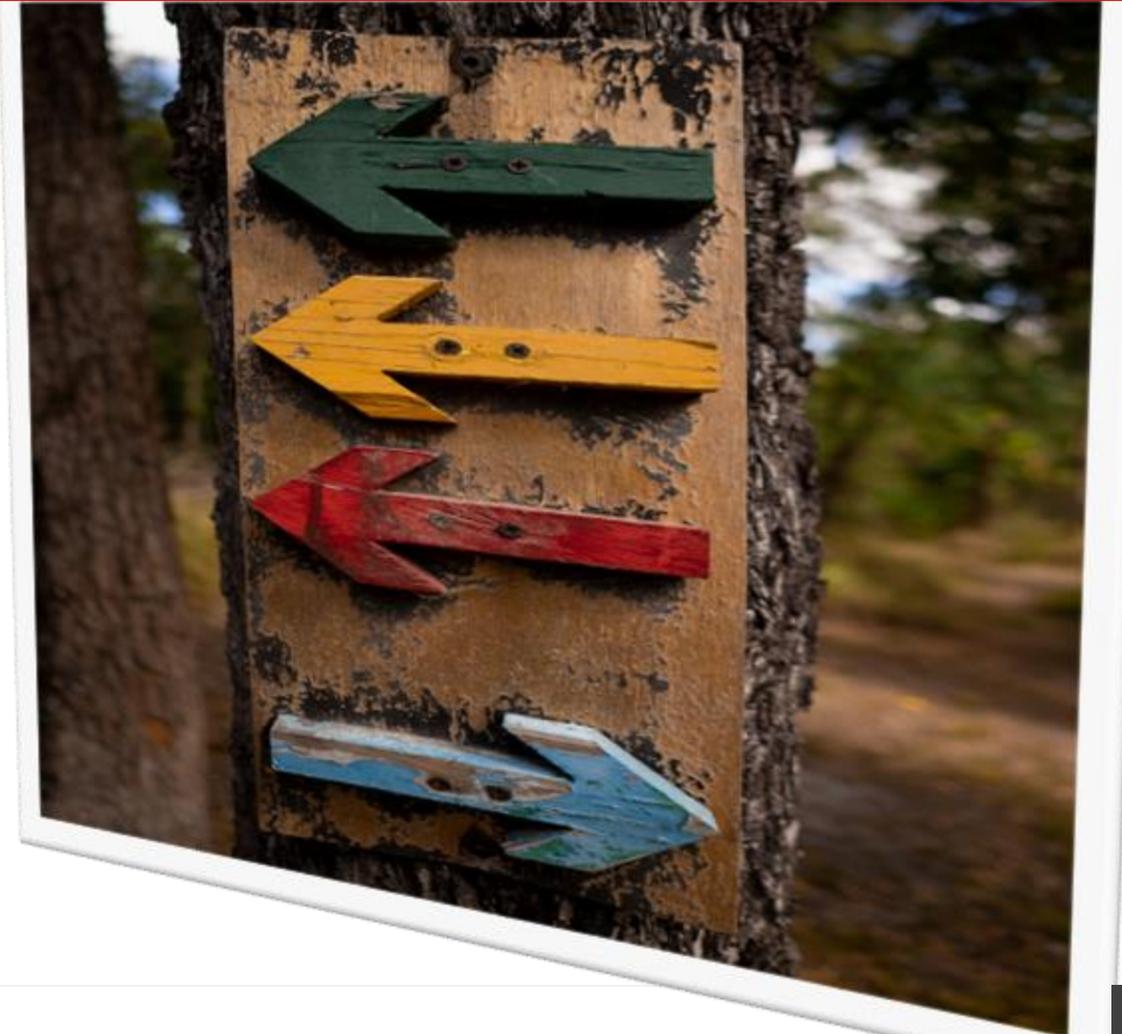
Skill Building and Continuous Improvement

- Refine skills for further understanding, key information about Engagement, Active Listening, Leadership, Advocacy, Coordination, and Connecting and their link to Family Success Center Culture and Practice Profile
- Understand and apply the essential functions Skill Building and Continuous Improvement for Family Success Centers

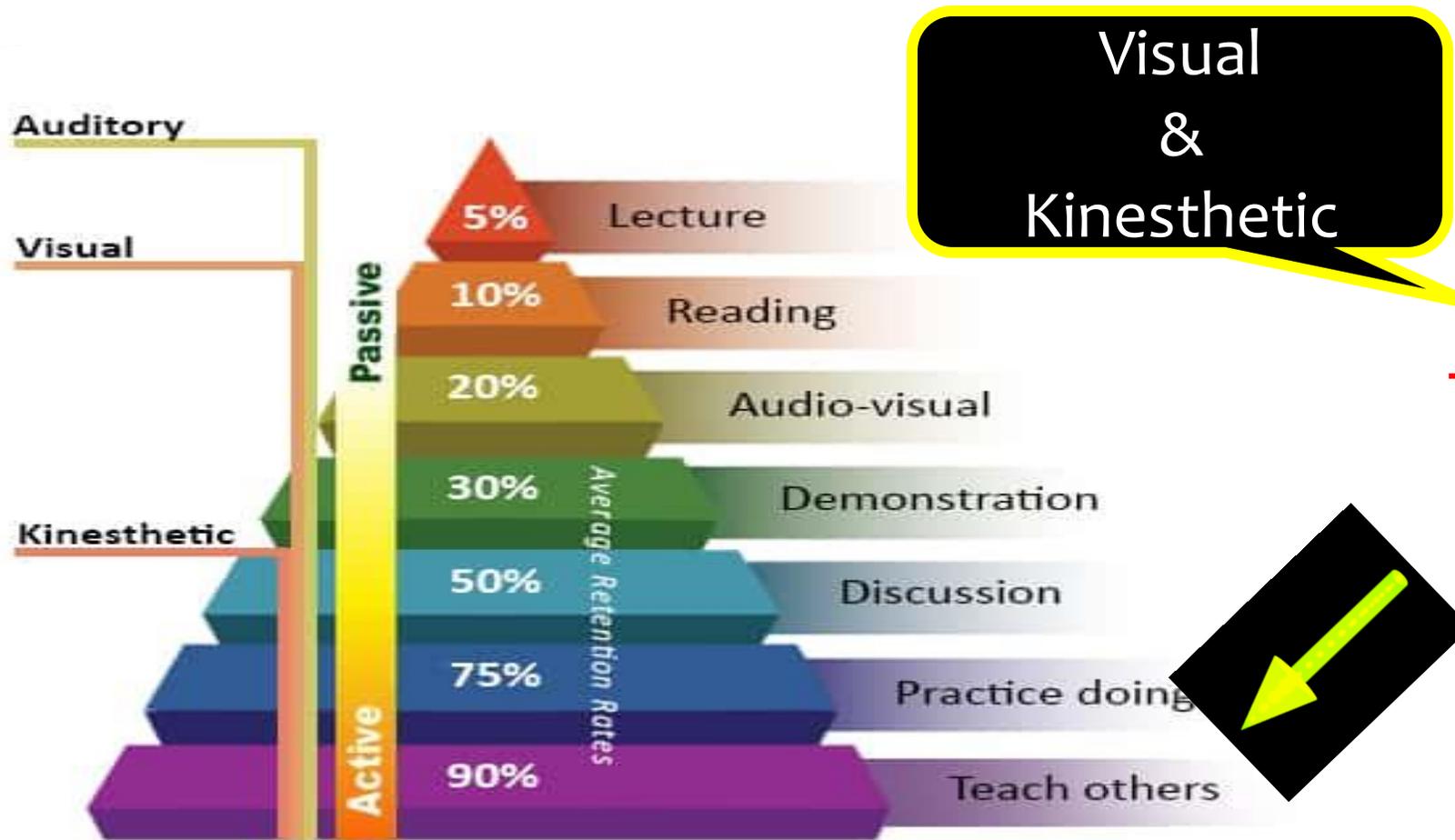
Satisfaction Survey

Session 4- December 2020 – Coordination and Connecting

- Learning from last session's feedback
 - ▶ Retained what worked well
 - ▶ Removed redundant
- Sustainability
- Self-Directed Work



Increase Retention, Recall, and Application



How Do you reach Behavioral Change?

How do you reach Retention and Recall?

Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

Recap

Desired outcomes of previous Learning Experiences

- What changes were introduced?
- How will the changes be sustained in practice going forward?
- What questions continue to linger?





Skill Building

Essential Function Definition

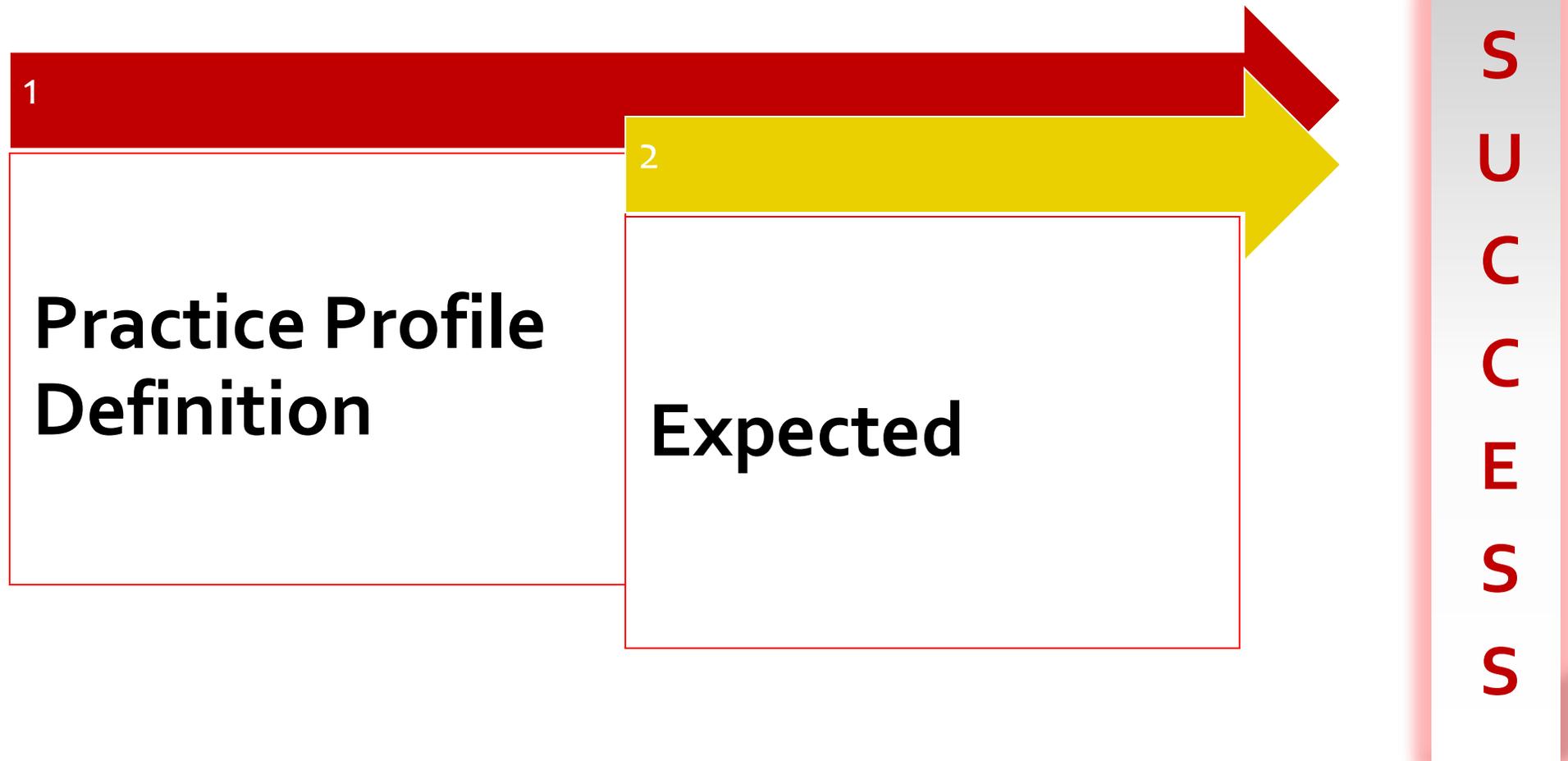
Skill Building

FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family and individual family, families and individual family members' skills and protective factors.

Family-centered programs that focus on positive parenting and family interactions, child cognitive development, and reducing family level and community level poverty showed the most benefits for children and families (Ruffolo, Evans & Lukens, 2003; Yoshikawa, 1995).

Additionally, strategies to improve economic wellbeing of families and individual family members within a community can improve community health and wellness (Pinderhughes, Davis, & Williams, 2016).

What can be expected at any FSC?



Skill Building

Expected Activities

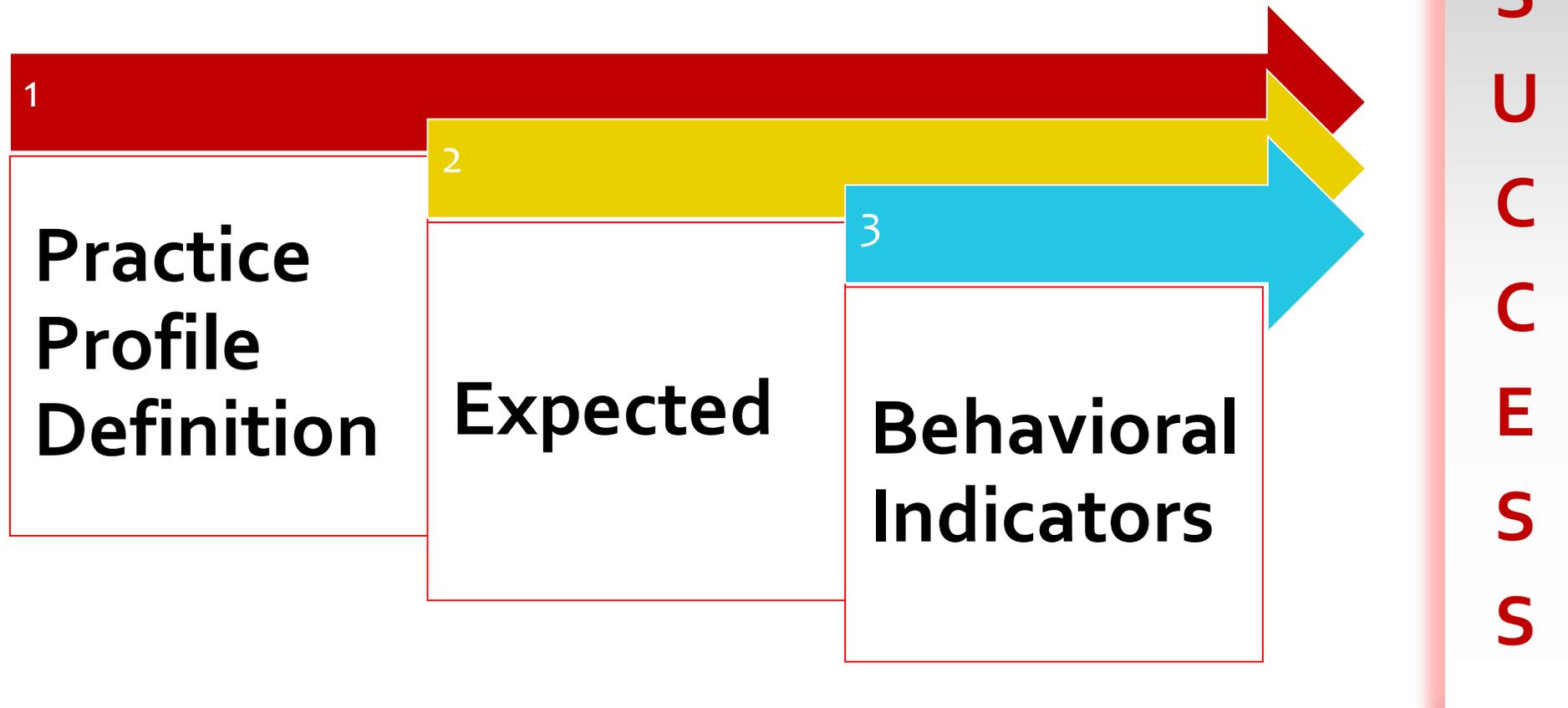
Identifies programs, services, and activities that promote skill and protective factor development based on community's needs and interests.

Helps families and individual family members identify and build on their strengths.

Coordinates and delivers programming to the community that is based on their needs and interests.

Develops internal resources based on the community's needs and interests.

What are the Indicators?





Skill Building

Prioritized Behavioral Indicators 1 of 2

1. Employs structured processes and empirical methods to gather needs that inform program planning and development. Outlines specific skills that require development.
2. Demonstrates understanding of which protective factors may be most relevant to skills that need development.
3. Demonstrates outreach by networking with a variety of sectors that will aid in the development of an identified program, and/or present it.
4. Assesses program effectiveness by applying empirical methods.
5. Analyzes program effectiveness data to improve future planning.
6. Aware of member's interests and needs.

Contd...



Skill Building

Prioritized Behavioral Indicators 2 of 2

...contd...

7. Involves members with unique strengths in supporting or leading center's activities.
8. Empowers members by building their strengths so that they can support center strengths independently.
9. Recognizes community needs and strengths using empirical data.
10. Identifies programming topics to match community needs.
11. Establishes clear program outcomes and deliverables
12. Coordinates scheduling, marketing, and participation for the programming.
13. Coordinates program effectiveness data collection.



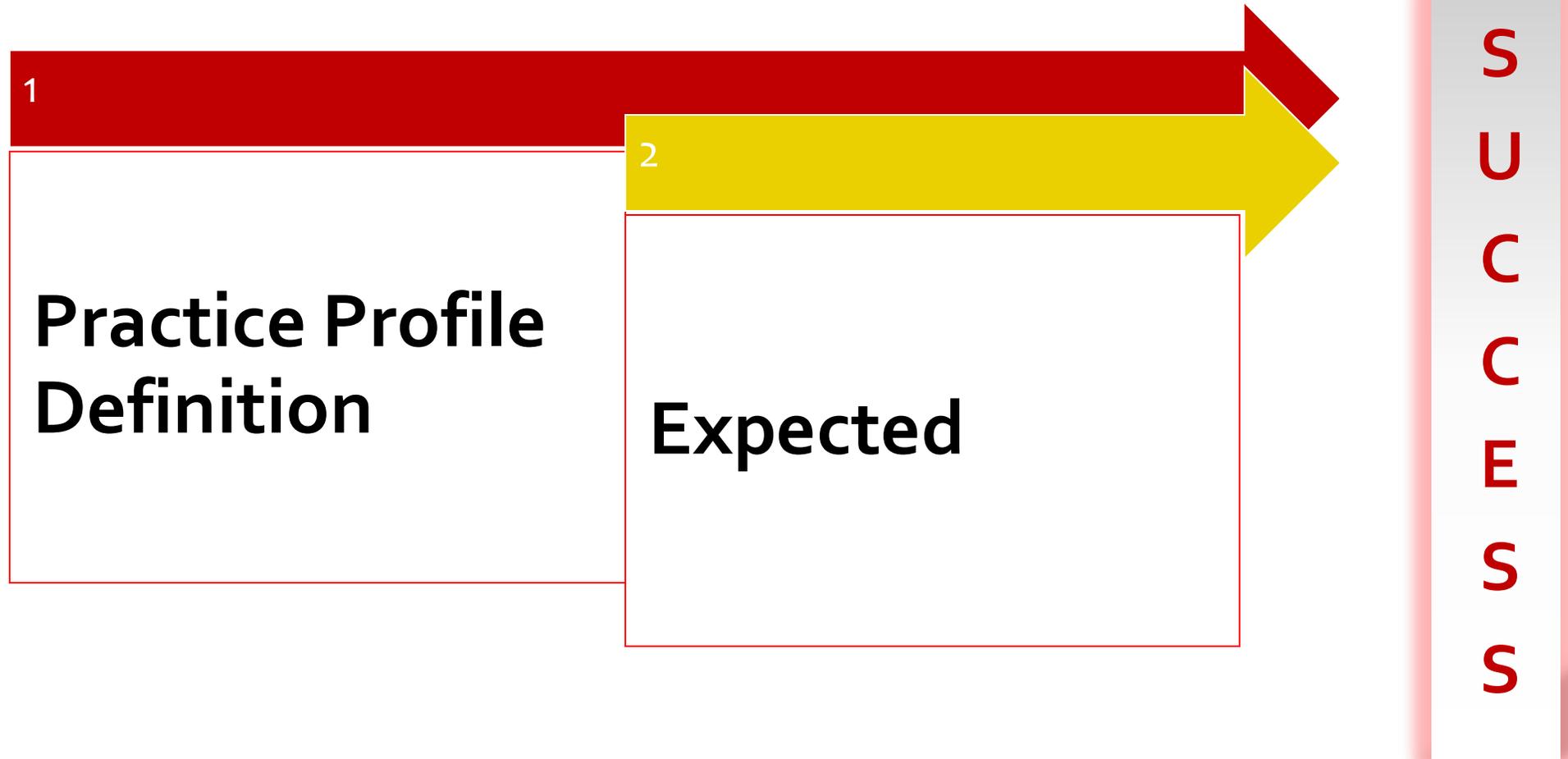
Continuous Improvement

Essential Function Definition

Continuous Improvement

FSCs use data to guide decision-making, refine practice and improve services.

What can be expected at any FSC?



Continuous Improvement

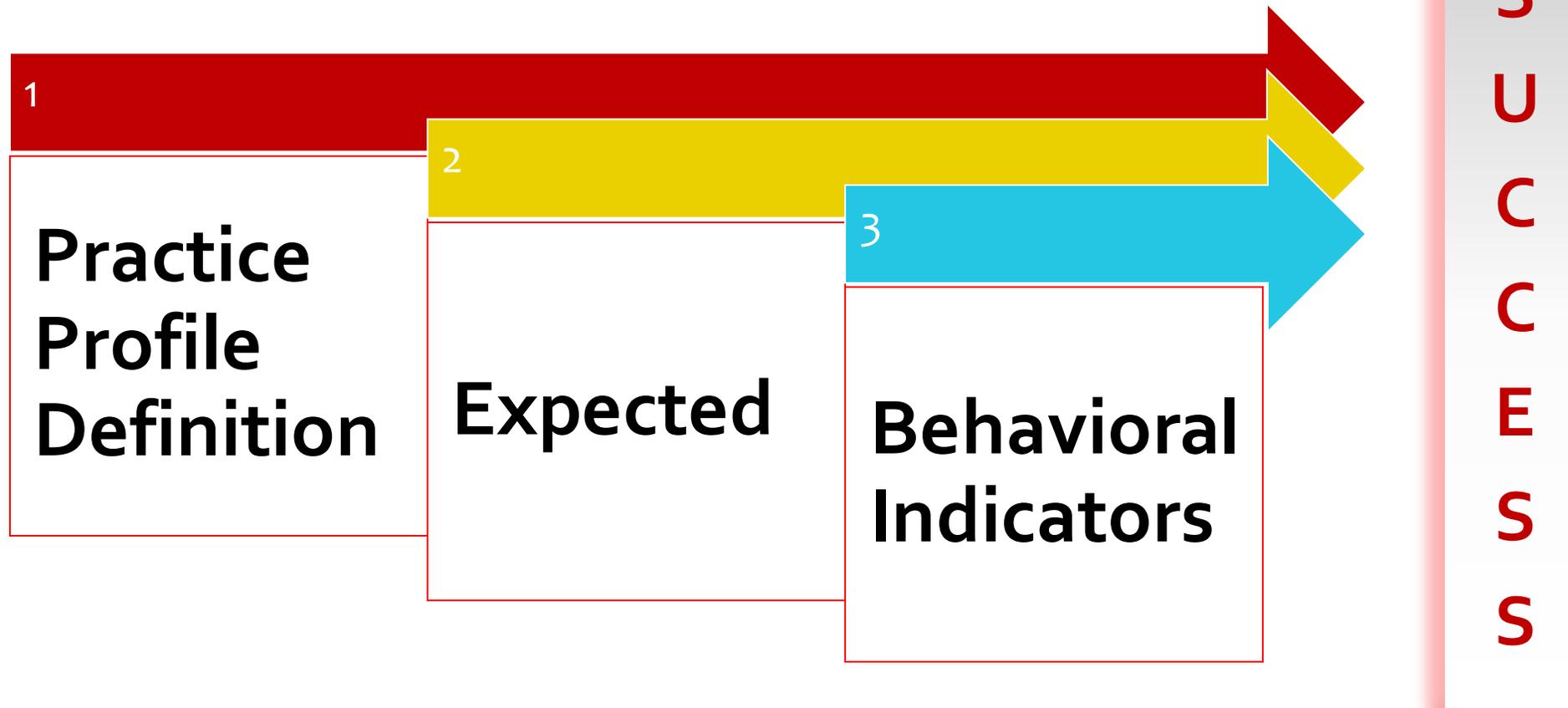
Expected Activities

Identifies relevant data and information that will help the FSC understand the needs of their community and develop relevant skill building programming, engagement activities and community connections.

Gathers data and information from families and individual family members on a regular basis (at least monthly) to assess key aspects of program functioning (such as skill-building programming, outreach, or engagement efforts).

Examines data as a team in order to identify opportunities and create a plan to improve practice and programming.

What are the Indicators?





Continuous Improvement

Prioritized Behavioral Indicators 1 of 2

1. Demonstrates knowledge of data variables needed to inform FSC priorities and activities.
2. Identifies data sources that provide the input to inform FSC priorities and activities.
3. Creates instruments and methods to collect data.
4. Collects data by participating in forums, collecting partner input, or through additional sources.
5. Prepares analysis of collected data.
6. Interprets data accurately.
7. Documents findings from data interpretation.

Contd...



Continuous Improvement

Prioritized Behavioral Indicators 2 of 2

...contd...

8. Communicates trust in FSC practices to families. So that they are encouraged and feel empowered to provide feedback.
9. Uses empirical data to inform assessment and planning.
10. Assesses data to determine alignment to the goals of embedding protective factors and risk mitigation.
11. Uses data interpretation to inform subsequent decision making on FSC activities.
12. Prepares an action plan based on data findings.
13. Conducts programming and practice improvement team discussions.



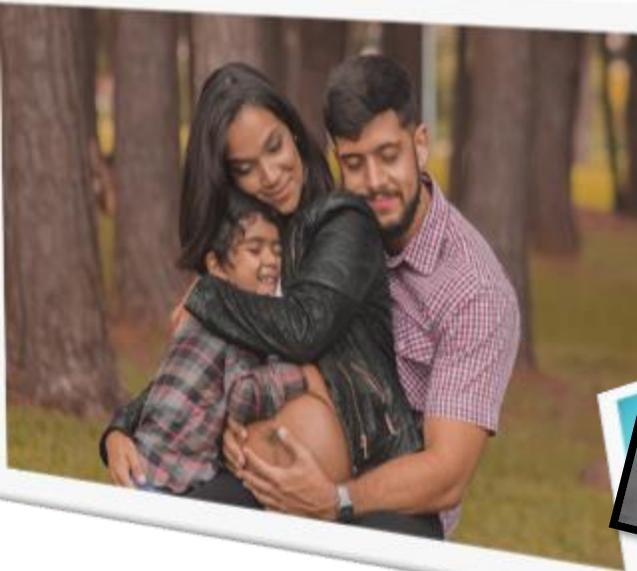
Skill Building & Continuous Improvement

Current and Future Program Planning at FSC

Consider...

- Current and future FSC programs
- The factors that helped determine the list of programs
- Specific sources of data to inform the programming
- Sources of data
- Method and frequency of data collection
- Methods of analysis





THANK YOU!!